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State Normal and Industrial School for Women (Harrisonburg, Va.)

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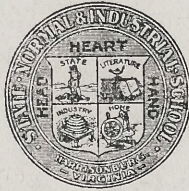
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NOVEMBER, 1914

NO. 4

The Normal Bulletin



State Normal School

HARRISONBURG, VIRGINIA

Department of Extension Work

Correspondence Courses

INTRODUCTION

One of the most hopeful signs that public educational institutions are recognizing their duty to serve the people in the widest possible manner, is found in the rapid growth of "extension work" in all sections of our country. This desire to assist those who can not be in residence and yet would benefit by the instruction in various departments, has taken a variety of forms. One of the most effective methods is that known as "correspondence study."

About thirty-five years have elapsed since correspondence instruction in a systematic manner was first undertaken in America. During that time many institutions of unquestioned standing have offered such work, with results which would remove all doubt as to the efficacy of such a method of instruction. In our own state there has been a decided demand for it.

The resident work of an institution such as the State Normal School is limited to a comparatively small proportion of those who need such help as it is established to give. It seems to be as much the province of such an institution to offer instruction to those who cannot attend its regular sessions as it is to provide instruction for those who are able to register as resident students.

After careful consideration this school has decided to offer certain courses by correspondence, and to give this instruction free of charge for tuition in accordance with the plan explained in this bulletin. The faculty of the school is voluntarily assuming this work as an extra burden and entirely without hope of any extra remuneration on account of it. The sole object is to serve the state in a more efficient manner.

JULIAN A. BURRUSS, *President.*

THE NORMAL BULLETIN

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Copies of any number of the Bulletin will be mailed without charge to any address upon application to the President of the school.

INSTRUCTORS OFFERING CORRESPONDENCE COURSES

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Mathematics

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Household Arts

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Geography

ANNIE V. CLEVELAND,
French

JAMES C. JOHNSTON
Natural Science

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Physiology, Hygiene

RUTH S. HUDSON
Physical Education, Art

MARGARET V. HOFFMAN, B. A.
English, German

RACHEL ELIZABETH GREGG, B. S., A. M.
Education, Psychology

MARY LOUISE SEEGER, B. S.
Education

HAZEL FAY
Music

BESSIE CHAMBERS LEFTWICH, B. S.
Household Arts

FRANCES I. MACKEY
Manual Arts

LEAH D. LYNN
Latin

GENERAL STATEMENT

Instruction by correspondence has been found to meet the need of many classes of people; and it will be the policy of this school to offer such courses in all the subjects that can be taught successfully to non-resident students. Obviously subjects that require extensive laboratory and library facilities cannot be offered.

The opportunity for such instruction should appeal especially to the following groups:

1. Young women who desire to enter the normal school and who lack some part of the necessary high school preparation. Frequently there is no high school near the home of such applicants and for good reasons they cannot go away from home to attend a high school. In such cases sufficient work may be done by correspondence to enable the applicant to pass successfully the entrance examinations to the State Normal School, and in some cases perhaps to secure some advanced standing.

2. Teachers, and persons expecting to teach, who desire to prepare for the State Examinations with a view to securing teachers' certificates. It is usually desirable, on account of the large number of subjects included, that these examinations be divided; and it is possible for teachers to prepare by correspondence study for a part of them to be taken in the spring, after which they can attend a summer school and complete the examinations at that time. Some may find it necessary to spend more time on a subject than the short summer term affords, and to such the correspondence method comes as a ready aid.

3. Teachers desiring to have their certificates renewed, in accordance with the State regulations, by completing the requirements of the State Teachers Reading Course. These can be guided in their reading and prepared for the examinations on the books of the Reading Course by correspondence study.

4. Ambitious teachers who desire to improve their work by further study, and who are unable to stop teaching in order to attend school. Such teachers can obtain valuable help and derive much satisfaction from correspondence instruction with skilled specialists.

5. Parents, homemakers, and others interested in self-improvement and in preparing themselves better for

their duties and responsibilities. Such persons will find offered here a number of very attractive courses which may profitably be pursued by correspondence.

One of the chief advantages of the correspondence method of instruction is found in the fact that the student is given individual attention—he recites in every lesson, his own peculiar needs are discovered by the instructor, and he can be helped in a more direct manner than if he were the member of a large class. Another advantage lies in the fact that the student does not have to leave home or discontinue his daily work of making a living. At the same time the limitations of non-resident work must be fully recognized. The non-resident student misses the daily personal contact with his instructors and his fellow-students and the pleasure and advantages which student life affords. Residence at an institution is certainly far better than any correspondence course, no matter how good the latter may be, but the ambitious student who is unable to go to school will find an opportunity of great possibility in this non-resident work. A combination of the two plans would probably meet the needs of a great many who desire to prepare themselves for lives of usefulness.

In offering this work the school is taking upon itself an extra burden for which no financial provision has been made, consequently it has to reserve the right to withdraw any course for which the number of registrations is too small to justify its being given, and to limit membership in any course to a reasonable number for the instructor to direct. In case an instructor is absent or unable to continue his work, a substitute will be provided where possible.

Method of Instruction

Each correspondence course is designed to be the equivalent of the corresponding residence course, in both amount and standard of work.

An assignment paper, consisting of two lessons with references, directions, suggestions and questions, will be sent to the student. By means of these the student prepares the lesson, making use of all available helps. After preparation of the lesson, the recitation paper is written and mailed to the school. As soon as possible after the paper is received, it will be read, corrected and

returned to the student with criticisms and suggestions. Another assignment of two lessons will then be sent. The effort is thus made to keep the student supplied with one lesson in advance of the one upon which he is at work.

Three weeks is the maximum time allowed for the completion of a lesson. If no return is made to the school by the end of the third week, a notice to that effect will be sent to the student. Failure to respond to this notice within one week will be regarded as evidence of withdrawal.

A final examination must be successfully passed for the completion of each course. This examination must be taken *at the Normal School*. The time of the examination will be suited to the convenience of the student.

Directions for Preparation of Lessons

The lessons should be prepared in the order in which they are assigned, and the recitation paper for each lesson should be completed before work on the next lesson is begun. Each recitation paper should be mailed immediately after its completion.

The recitation paper should be written without assistance of any kind. After beginning a paper do not refer to books unless the work obviously requires such reference. Work independently. Use the dictionary freely.

Write on single sheets, 8x10 1-2 inches in size preferred, of good quality. A good thin paper requires less postage than a thick heavy paper.

Write on one side of the paper only. Arrange the work systematically. Leave a margin of not less than 1 1-4 inches on the left side of the paper.

Write legibly. Avoid unusual abbreviations. Make maps, drawings or diagrams of good size and clear.

At the top of the first sheet write your name and address, the name of the course and the number of the lesson. Your name should appear on every sheet. Write the name of the course and the number of the lesson in the lower left hand corner of the envelope, and write your own name and address in the upper left hand corner.

All communications should be addressed to the Director of Extension Work, State Normal School, Harrisonburg, Virginia, and not to the instructors.

Admission

Application for the work of any course must be made on a blank to be obtained from the Director of Extension Work.

The student may enter upon the work of any course at any time. No preliminary examination is required of applicants for correspondence courses; however, no student will be enrolled in any course who has not the necessary qualifications for such work. Maturity and experience will in most cases be accepted as sufficient preparation.

Students who are in attendance in any other school are not expected to enroll for correspondence work without the approval of their teachers.

For admission to resident work, the regular entrance requirements of the school must be satisfied.

Normal School Entrance Credit.

For the satisfactory completion of courses offered in this department, credit may be applied towards entrance into the Freshman, Sophomore or Junior Year of any of the regular courses of the Normal School. Satisfactory completion of courses requires in every case successfully passing *at the Normal School* an examination covering the work of the course.

Eight high school units are required for admission to the Freshman Year; twelve units for admission to the Sophomore Year; and sixteen units for admission to the Junior Year. Upon receipt of an official statement of the high school work already completed, the Director of Extension Work will be glad to advise any applicant what courses she should take by way of preparation for examination for entrance to the residence courses. A blank form for this purpose will be furnished on application. Further information concerning entrance requirements for resident courses will be found in the annual catalog of the school, a copy of which will be sent upon request.

The following correspondence courses are offered especially for young women preparing for entrance to this school as resident students, but many others will no doubt find them profitable even though they have no intention of becoming resident students here.

English 11-12-13, First Year High School English
English 21-22-23, Second Year High School English

English 31-32-33, Third Year High School English
 English 41-42-43, Fourth Year High School English
 Foreign Languages 11-12-13, First Year Latin
 Foreign Languages 21-22-23, Second Year Latin
 Foreign Languages 31-32-33, Third Year Latin
 Foreign Languages 41-42-43, Fourth Year Latin
 Foreign Languages 34-35-36, First Year French
 Foreign Languages 44-45-46, Second Year French
 Foreign Languages 37-38-39, First Year German
 Foreign Languages 47-48-49, Second Year German
 Geography 11-12-13, Physical Geography
 History 31-32-33, Ancient, Medieval, and Modern History
 History 41-47-48, American History and Government
 Household Arts 41-42-43, Sewing
 Household Arts 44-61-46, Home Economics, etc.
 Manual Arts 34-35-36, Drawing
 Manual Arts 41-42, Handwork
 Manual Arts 54-55-56, Advanced Drawing
 Mathematics 31-32-33, Algebra
 Mathematics 34-35-36, Plane Geometry
 Mathematics 41-42-43, Advanced Algebra
 Mathematics 44-45, Solid Geometry
 Mathematics 47-48, Plane Trigonometry
 Natural Science 34-35-36, Physics

State Examinations

Courses preparatory to the State Examinations for teachers' certificates have been given for several years in our Summer Session, and are now offered by correspondence. The object in offering these courses is to provide additional opportunities for the improvement of Virginia teachers. Because of the thoroughness with which these courses are to be given, students who successfully complete them ought to be able to readily pass the State Examinations in the subjects studied.

It must of course be clearly understood that no direct credit can be allowed for these courses for a State Certificate, as in every case to secure a certificate on which to teach the regular *State Examinations* must be passed. Full information concerning the requirements for the various grades of teachers' certificates, the examinations in the spring and in the summer, etc., can be obtained from a pamphlet known as "Form E-No.19," which may be had by addressing the State Superintendent of Public Instruction, Richmond, Virginia, or any one of the Division Superintendents.

Students who wish to prepare for the State Exami-

nations for a First Grade, a Second Grade, or a Third Grade Certificate, are advised to register for any of the following courses:

First Grade Subjects	Second Grade Subjects	Subject of Examination	Classes Recommended
	Third Grade Subjects	Spelling Reading Arithmetic Grammar Geography United States History Virginia History Civil Government Physiology and Hygiene	English 11 Education 54 Mathematics 1-2-3 or 57 English 11-12-13 Geography 57 History 1 History 3 History 2 Education 52
		Drawing Theory and Practice	Manual Arts 34-35-36 Education 53
		Algebra Physical Geography English History	Mathematics 31-32-33 Geography 11-12-13 History 33

State Reading Course

Courses based upon the books of the State Reading Course are designed especially for teachers who wish to better prepare themselves for their work, and for those who wish to have their certificates renewed in this manner according to the regulation of the State Department of Public Instruction. The following are the books of the State Reading Course for the year 1914-1915, and the corresponding courses covering them:

1. O'Shea: "Everyday Problems in Teaching"—Education 53.
2. Puffer: "Vocational Guidance"—Education 48.
3. Eggleston and Bruere: "The Work of the Rural School"—Education 43.
4. Burks: "Health and the School"—Education 52.
5. Munford: "Virginia's Attitude toward Slavery and Secession"—History 3.
6. Parker: "History of Modern Elementary Education"—Education 61-62.

No direct credit for these courses is allowed for a State Certificate, but students who successfully complete them should be able to readily pass the examinations on the State Reading Course as prepared by the Department of Public Instruction. Full information concerning the renewal of teachers' certificates by completing the requirements of the reading course, with explanation of these requirements, will be found in the pamphlet known as "Form E-No. 15," which may be ob-

tained from the Division Superintendents or by addressing the State Superintendent of Public Instruction, Richmond, Virginia.

Ambitious Teachers

These courses are intended for the teacher who desires to become a leader in his profession, and who realizes that some professional reading and study is essential. The teacher who is not working primarily for preparation for examinations, but who earnestly desires to grow, to extend his preparation for his great work, and to broaden his outlook on life, will find in the various departments many courses of interest and value. Attention is especially called to the following courses:

Education 41—Elementary Psychology
Education 42—Educational Psychology
Education 45-46-47—Pedagogy of the Common School Branches
Education 48—Vocational Guidance
Education 52—Public Health and the School
Education 66—The Development of Childhood and Youth
English 44—Story-telling
Geography 43—Industrial and Commercial Geography
History 41—Industrial History
History 42—Rural Sociology
History 47-48—American History and Government
Household Arts 46—Home Nursing
Manual Arts 64—Picture Study
Music 62—Music Appreciation
Music 63—History of Music
Natural Science 51—General Science
Physical Education 61—Plays and Games

Homemakers and Mothers

Certain of the correspondence courses here offered are especially designed for women who are every day facing the problems of homemaking. They give instruction in domestic economy, home sanitation, choice and preparation of food, clothing, household management, and the care of children. While other courses would be helpful, it is believed that the following will prove especially valuable in this connection:

Education 52—Public Health and the School
Education 66—Development of Childhood and Youth
English 44—Story-telling
Household Arts 41-42-43—Sewing and Textiles

Household Arts 44—Home Economics
Household Arts 46—Home Nursing
Household Arts 61—Food Production and Serving
Manual Arts 64—Picture Study
Music 62—Appreciation of Music
Natural Science 41—Physiology and Hygiene
Physical Education 61—Plays and Games

Certificates

A certificate is given to every student who successfully completes a course, passing the final examination in it. This certificate carries *no teaching privilege*; it is merely a statement, officially signed, showing what work has been satisfactorily completed in this department. The results of State Examinations and of examinations on the State Reading Course will be made known to students in the usual way by the Department of Public Instruction. The results of examinations for entrance to this institution as resident students will be made known to applicants by the Director of Extension Work, who is also Registrar of the school.

The Unit Course

The unit course is divided into fifty lessons (5:5). Such a course represents at least an amount of work equal to that done in residence at the Normal School in a course of five full recitation hours per week for one quarter of twelve weeks.

Shorter courses are measured in fifths of a unit course. A course in residence covering four periods per week for one quarter would be represented in a correspondence course of forty lessons (4:5) and shorter courses in proportion.

Expenses

For 50-lesson and 40-lesson courses, a fee of \$2 is charged for each course.

For 30-lesson and 20-lesson courses, a fee of \$1 is charged for each course.

When a student has satisfactorily completed a course (including the examination) the fee is returned.

The student must forward, with each lesson, postage for its return.

The object of the school is to furnish this instruction *free of charge for tuition*. It is probable, however, that, if no fee whatever is connected with the arrange-

ment, a number of applicants, who are not serious enough in their intentions to prove satisfactory students, would apply for courses and drop them soon after being admitted. To discourage such applicants the nominal fees named above are charged upon registration. *The school will gladly refund these fees when the courses are satisfactorily completed*, as the school desires faithful work on the part of its students and not returns in money for its efforts. Fees will not be returned when courses are dropped before completion.

Textbooks and Supplies

The cost of textbooks and supplies to be used in the different courses will be reduced to a minimum. Students will furnish such textbooks and supplies as are mentioned in connection with the description of the various courses. The names of the required textbooks, together with the names of the publishers and the prices, are given in this bulletin for the information of students.

In addition to the textbooks named, in many of the courses references will be given from time to time to other books. These reference books need not be bought by the students, although in some cases it would be very advisable for this to be done. It is hoped that students will have access to most of these books in some library. The school has not at present sufficient facilities for supplying such books on loan, but it is hoped that some such arrangement may be made in the near future.

EDUCATION

41. ELEMENTARY PSYCHOLOGY.—*Miss Gregg.*

The purpose of this course is to make a study of the elements of psychology in order to give an understanding of what mental processes are, and how the mind is developed. Such an understanding should make the teacher more proficient in developing the minds of his pupils, and enable him to understand psychological terms which often occur in educational literature. The method used will consist in a study of the text through suggestive questions, reports of observation of children, and simple experiments carried out with children. Textbook: Colvin & Bagley's *Human Behavior*. 40 lessons; 20 assignments (4:5).

42. EDUCATIONAL PSYCHOLOGY.—*Mr. Heatwole.*

This course is designed for teachers and principals who wish an advanced course in the application of psychology to instruction and presupposes a course in Elementary Psychology. Topics

treated: review of the various mental processes; nature's equipment of the child; heredity and instincts; function of play and habit in education; memory training; moral instruction; imitation as a learning process; how we think; nature of the emotions; intellect and will. Textbook: Bolton's *Principles of Education*. 40 lessons; 20 assignments (4:5).

43. RURAL EDUCATION.—*Mr. Heatwole.*

This course is designed for rural school teachers and aims to help them in the problems of management and instruction. Topics treated: social and economic conditions in the rural community; the school as a center of community life; the possibilities of the rural school; problems of the curriculum and management of the rural school; problems of the sanitation and hygiene of the rural school; problems of the playground and athletic activities; relation of the home to the school. Textbook: Eggleston & Bruere's *The Work of the Rural School*. 50 lessons; 25 assignments (5:5).

45—46—47. PEDAGOGY OF THE COMMON SCHOOL BRANCHES.—*Miss Gregg.*

This course is especially planned for rural school teachers, or for those preparing to teach in rural schools. It is divided into three parts. The work of Parts I and II will be based upon Charters's *Teaching the Common Branches*. Besides the study of the text the course will include the planning of lessons and reports on the lessons taught. Part III will be based upon Betts's *The Recitation* and will follow the general plan of the other parts.

45. PART I: (a) Methods in teaching English, which will include reading, phonics, spelling, language, and grammar.

(b) Mediums of expression—penmanship, drawing, handwork, and music. 50 lessons; 25 assignments (5:5).

46. PART II: Methods in geography, history, civics, and arithmetic. 50 lessons; 25 assignments (5:5).

47. PART III: The method of the recitation, which will take up types of teaching and the parts of a recitation. 50 lessons; 25 assignments (5:5).

48. VOCATIONAL GUIDANCE.—*Mr. Burruss.*

This course will include a brief survey of the field of vocational education with special reference to the elementary forms which may be of use in the elementary school. Special emphasis will be placed upon the ways in which the teacher may help the pupil choose his calling in life, and be of some practical help to him in preparing for it. Many practical suggestions of immediate value to any teacher, no matter what her school equipment may be, will be made throughout the course. Textbook; Puffer's *Vocational Guidance*. 50 lessons; 25 assignments (5:5).

52. PUBLIC HEALTH AND THE SCHOOL.—*Mr. Burruss.*

In this course a study will be made of the health problems which must be met in every community, in every home, and in every school; and of the ways and means which teachers, parents, and community organizations may use in meeting these problems. A general survey will be made of the health movement, and such topics as the prevention and control of diseases, the relation of the standard of living to the health movement, the place of recreation in the health movement, and school hygiene as related to community welfare, will be considered as fully as the limitations of the course will allow. Special reference will be made to the needs of rural communities. Textbook: Burks's *Health and the School*. 50 lessons; 25 assignments (5:5).

53. PRINCIPLES OF TEACHING.—*Mr. Heatwole.*

This course is intended to meet the needs of grade teachers and principals. It will take up vital educational problems in the light of contemporary thought. Topics treated: the meaning and aim of education; underlying principles of teaching; place and value of method; how to study; function of drill; the characteristics of the recitation. Textbook: O'Shea's *Everyday Problems in Teaching*. 50 lessons; 25 assignments (5:5).

54. PRIMARY EDUCATION.—*Miss Gregg.*

This course represents the first quarter's work in Primary Education as given to resident students. Topics treated: methods in reading, phonics, and spelling; plan writing in each subject; the planning of a course in each subject through the first four grades; and reports and criticisms of lessons taught. Textbooks: Klapper's *Teaching Children to Read* and Suzzallo's *The Teaching of Spelling*. 50 lessons; 25 assignments (5:5).

61—62. HISTORY OF EDUCATION.—*Mr. Heatwole.*

This course includes a systematic study of the progress of educational theory, principally in modern times, as exemplified in Europe and America. Topics treated: roots of modern educational practice which had their origin in the Middle Ages and in the period of the Reformation; early school curricula and method; transition from ecclesiastical control to State control of schools in Europe and America; reaction against formalism; the educational theorists—Locke, Rousseau, Pestalozzi, Herbart, Froebel; philanthropy and education; rise of the common schools; Lancaster and Bell system; the Horace Mann movement; brief review of the development of education in Virginia. Textbook: Parker's *History of Modern Elementary Education*.

61. PART I: First half of the course. 30 lessons; 15 assignments (3:5).

62. PART II: Last half of the course. 30 lessons; 15 assignments (3:5).

66. THE DEVELOPMENT OF CHILDHOOD AND YOUTH.—
Miss Seeger.

This course is intended for parents and teachers. Topics treated: development and growth of the child; the relation of growth to conduct; characteristics of each stage through which the child passes; and the treatment needed in the home and the school. Textbook: Kirkpatrick's *Fundamentals of Child Study*. 50 lessons; 25 assignments (5:5).

ENGLISH

11—12—13. FIRST YEAR HIGH SCHOOL ENGLISH.—
Miss Hoffman.

The work of this course will be along four lines:

(a) Grammar. Textbook: Smith's *Our Language*.

(b) Composition: Letter writing; short themes; paragraph structure; punctuation.

(c) Classics: Vicar of Wakefield; The Lady of the Lake; Ivanhoe; The Lays of Ancient Rome.

(d) Spelling. Textbook: Payne's *Common Words Commonly Misspelled*.

11. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

12. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

13. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

21—22—23. SECOND YEAR HIGH SCHOOL ENGLISH.—
Miss Hoffman.

The work of this course will include:

(a) Rhetoric and Composition: writing of themes; paragraph structure in detail. Textbook: Huntington's *Elements of English Composition*.

(b) Classics: The Ancient Mariner; The Vision of Sir Launfal; Silas Marner; The Last of the Mohicans; The Merchant of Venice; Deserted Village; Cranford; Joan of Arc; and English Mail Coach.

21. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

22. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

23. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

31—32—33. ADVANCED GRAMMAR; ENGLISH CLASSICS;
COMPOSITION.—*Miss Elizabeth P. Cleveland.*

This course includes a careful review of the principles of grammar by means of the textbook and many exercises. Study will be made of a number of English classics in the list of uniform college entrance requirements. The composition work will be as practical as possible, the instructor examining carefully all exercises and themes and returning them with such suggestions as will enable the writer to correct the errors. Constant effort will be made to help the student to achieve a correct and ready use of English as a tool. Topics treated: Kinds of sentence; principal elements; complements; modifiers; phrases and clauses; participles and infinitives; parts of speech, with special reference to case relations of substantives and to mood and voice of verbs. The thought, feeling, and purpose of the classic studied, as a whole; the meaning of special words and passages, and the force of allusions. The spirit of good writing—based on Baldwin's *How to Write*. The outward forms of good writing—based on Woolley's *Handbook of Composition*. Textbooks: the above and Buehler's *Modern English Grammar (Revised)*; Classics.

31. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

32. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

33. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

41. ADVANCED RHETORIC AND COMPOSITION.—Miss Elizabeth P. Cleveland.

This course makes a study of diction, and the forms and properties of style. The emphasis is laid on prose composition, and much practice is given in the writing of paragraphs, outlines, news-items, reports, descriptions, stories, and essays. The basal textbook abounds in practical exercises of a definite nature. Supplementary reading of literary master-pieces is required. Themes and all other exercises will be carefully examined and returned with corrections and suggestions for self-correction. Textbooks: Canby & Opdycke's *Elements of Composition*; Esenwein & Roberts's *The Art of Story-Writing*. 50 lessons; 25 assignments (5:5).

42. ENGLISH LITERATURE.—Miss Elizabeth P. Cleveland.

A general view of the whole field of English literature is given, and outlines are used to show the great literary movements and epochs. A number of poems and prose selections are studied with emphasis upon their relation to the life and character of their respective authors and the times in which they lived. Textbooks: Halleck's *History of English Literature (Revised)*; Manly's *English Poetry*. 50 lessons; 25 assignments (5:5).

43. AMERICAN LITERATURE.—Miss Elizabeth P. Cleveland.

It is the aim of this course to study the development of American literature, and to acquaint the student with its best productions, their authors, and the conditions that have produced them. Special study is given to the colonial period, to Franklin, Irving, Bryant, and Cooper; and to Southern literature. Textbooks: Franklin's *Autobiography*; Pierre Irving's *Life and Letters of Washington Irving*; *The Sketch Book*; *Knickerbocker Stories*; *Tales of the Alhambra*; Bryant's *Poems*; Cooper's *Spy and Leather-stocking Tales*; and Selections from Southern literature. 50 lessons; 25 assignments (5:5).

44. STORY TELLING.—*Miss Seeger.*

This is a practical course intended for mothers and teachers. Topics treated: kind of stories to tell and read children of different ages; sources, etc.; the method of telling stories. Textbook: Bryant's *How to Tell Stories*. 50 lessons; 25 assignments (5:5).

FOREIGN LANGUAGES

Latin

11—12—13. FIRST YEAR LATIN.—*Miss Lynn.*

This course is offered for those who have not had one year of high school Latin. It will include a study of Latin grammar, declensions, conjugations, and constructions. Assignments will be based on Collar and Daniell's *First Year Latin*, and the student will write all the exercises, both English-Latin and Latin-English for correction.

11. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

12. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

13. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

21—22—23. SECOND YEAR LATIN.—*Miss Lynn.*

This course is offered for students who have completed one year of high school Latin. It will be a continuation of Latin grammar and will include the reading of four books of Caesar's Gallic War. Textbook: Gunnison and Harley's *Caesar's Gallic War*, in which book is included the grammar and composition for this grade.

21. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

22. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

23. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

31—32—33. THIRD YEAR LATIN.—Miss Lynn.

This course includes the study of Latin grammar and composition, and the reading of six of Cicero's orations. Textbooks: D'Ooge's *Cicero's Orations*; Bennett's *Latin Grammar*; D'Ooge's *Latin Composition for Secondary Schools, Part II*.

31. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

32. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

33. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

41—42—43. FOURTH YEAR LATIN.—Miss Lynn.

This course reviews Latin grammar and includes its more advanced principles. The composition work for this course is based upon Cicero. The reading is the first six books of Virgil's *Aeneid*. Textbooks: Bennett's *Virgil*; Bennett's *Latin Grammar*; D'Ooge's *Latin Composition for Secondary Schools, Part III*.

41. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

42. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

43. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

French

34—35—36. FIRST YEAR FRENCH.—Miss Annie V. Cleveland.

The highly important part of teaching French pronunciation cannot be well taught by even elaborate written explanation, though some help may be given that way. However, by means of written translations much good work may be done.

34. PART I: The first 30 lessons in Chardenal's *Complete French Course (Revised by Brooks)*; the French and English exercises translated and sent for revision and grading; first part of Fraser and Squair's *French Grammar* used for close reference; and the translation of the first twenty-five pages of Stern and Meras's *Etude Progressive de la Langue Francaise*. 50 lessons; 25 assignments (5:5).

35. PART II: Lessons 25-50 in Chardenal's *Complete French Course* and the translation of seventy-two pages of Mairet's *Le Tache du Petit Pierre*. 50 lessons; 25 assignments (5:5).

36. PART III: Lessons 50-75 in Chardenal's *Complete French Course*; the completion of *Le Tache du Petit Pierre*; and Labiche-Martin's *Le Voyage de Monsieur Perrichon*. 50 lessons; 25 assignments (5:5).

44—45—46. SECOND YEAR FRENCH.—Miss Annie V. Cleveland.

Fraser and Squair's *French Grammar*, second part; exercises in back of same book; and the reading of *Cyrano de Bergerac*, *Le Cid*, or other accepted substitutes in good modern French.

44. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

45. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

46. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

German

37—38—39. FIRST YEAR GERMAN.—Miss Hoffman.

This course is for beginners in German and will include the study of the rudiments of German grammar; the translation of easy prose and poetry from German to English; and exercises from English to German. All exercises will be written by the student for correction. Textbook: Joynes-Meissner's *German Grammar; Im Vaterland; Storm's Immensee*.

37. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

38. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

39. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

47—48—49. SECOND YEAR GERMAN.—Miss Hoffman.

This course is offered for students who have completed one year of German, and is a continuation of German grammar and reading. Textbooks: Joynes-Meissner's *German Grammar*; Hiltner's *Hoher als die Kirche*; Heyse's *L'Arrabbiata*; Heyse's *Das Madchen von Treppi*; Schiller's *Wilhelm Tell*.

47. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

48. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

49. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

GEOGRAPHY

11—12—13. PHYSICAL GEOGRAPHY.—Miss King.

This course covers the ground usually completed in the first year of the high school. The work is made practical throughout. Topics treated: land forms, atmosphere, agencies affecting the earth's features; work of ice and snow; climate; causes and effects of winds; ocean currents; tides; volcanoes; earthquakes; thermal springs; the best way of presenting the matter logically; apparatus needed, etc. Textbook: Salisbury's *Physiography*.

omit

11. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

12. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

13. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

43. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.—*Miss King.*

The emphasis in this course is upon the social and industrial rather than the political and physical environments of man. The earth is considered as the home of man, the scene of his work, and the theater of his actions. Sections are studied with reference to their productions of raw materials and manufactured goods. Reference is made to the natural conditions that affect commerce, as climate, soil, winds, and currents. The location and growth of cities, transportation, exports and imports, food materials, textiles and manufactures, metals and minerals, forestry, immigration, and related topics are included in the course. The industrial life of our own State is considered at length. Throughout the course it is pointed out how social and economic conditions, habits, and customs are resultant from the geographic conditions of the environment. The teacher is shown how to use this material in the schoolroom. Textbook: Brigham's *Commercial Geography*. 50 lessons; 25 assignments (5:5).

57. GENERAL GEOGRAPHY.—*Miss King.*

This course treats of the principles of geography; the relation of winds, currents, etc., to the distribution of life. It covers the entire field of common geography with especial emphasis laid upon North America, United States, Virginia, and the foreign countries which are most closely related to us through trade. Textbook: Dodge's *Advanced Geography*. 50 lessons; 25 assignments (5:5).

HISTORY AND SOCIAL SCIENCES

1. UNITED STATES HISTORY.—*Dr. Wayland.*

This course will review the history teaching of the lower schools and extend the same, endeavoring to furnish the student with the essentials of the subject and directing as to the collection and grouping of material for use in teaching. Textbooks: Lee's *History of the United States* and others selected later. 50 lessons; 25 assignments.

2. CIVIL GOVERNMENT.—*Dr. Wayland.*

This course begins with a consideration of the various types of local government, after which the constitutions of the United States and Virginia are taken up. The work is intended to create

an interest in the processes of government, to stimulate thinking on political subjects, and to create higher ideals of citizenship. Textbook: McBain's *How We are Governed*. 50 lessons; 25 assignments.

3. VIRGINIA HISTORY.—*Dr. Wayland.*

This course is designed as a concise review for teachers in elementary schools. Textbooks: Magill's *History of Virginia*; Munford's *Virginia's Attitude Toward Slavery and Secession*. 50 lessons; 25 assignments.

31. ANCIENT HISTORY.—*Dr. Wayland.*

This course will cover the main topics connected with the history of Babylonia, Egypt, Syria, and other countries of the East; Athens, Sparta, Thebes, Macedon, Carthage, Rome; the barbarian invasions, the rise of the Christian Church, and the empire of Charlemagne. Textbook: Any of the following: Webster's *Ancient History*; West's *Ancient World*, (revised edition); Seignobos's *Ancient Civilization*; Davis's *Readings in Ancient History* (two volumes). 50 lessons; 25 assignments (5:5).

32. MEDIEVAL AND MODERN HISTORY.—*Dr. Wayland.*

This course will include a study of the new states of Europe that were gradually built up upon the wreck of the old Roman empire, with special attention to such topics as the Papacy, Feudalism, the Crusades, Monasticism, the rise of the towns, the Renaissance, the Reformation, and the progress of democracy. Textbook: any of the following: Munro's *History of the Middle Ages*; Myer's *The Modern Age*; West's *Modern History*; Johnston's *The Normans in Europe*; Seebohm's *Era of the Protestant Revolution*; Ogg's *Source Book of Medieval History*. 50 lessons; 25 assignments (5:5).

33. ENGLISH HISTORY.—*Dr. Wayland.*

This will be a general course in English history from the earliest time to the present, but special emphasis will be placed on those portions which refer to constitutional development and those portions which have the most direct bearing on American history and institutions. Textbook: Wrong's *History of the British Nation*. 50 lessons; 25 assignments (5:5).

41. INDUSTRIAL HISTORY.—*Dr. Wayland.*

This course makes a rapid survey of the chief topics and movements in the social, economic, and industrial progress of the United States, and aims to show how the character of our people has expressed itself in laying hold of our marvelous natural resources. A special effort will be made to have the student understand the economic and commercial terms that are constantly expressing current problems and proposed solutions in the public

press. Textbook: Any of the following: Bogart's *Economic History of the United States*; Coman's *Industrial History of the United States*; Burch and Nearing's *Elements of Economics*. 50 lessons; 25 assignments (5:5).

42. RURAL SOCIOLOGY.—*Mr. Burruss.*

This course will present to the student some of the most significant facts of country life, in the effort to lead him into a more intelligent and sympathetic appreciation of his duties and opportunities as a rural citizen. The course will begin with a brief study of the historical development of American country life, after which the following general topics will be considered: farming as a vocation; the country home; rural sanitation; play and social activities; community co-operation; moral and religious life; the commercial side of country life; rural needs of today; some examples of rural improvement; rural leadership. A constant effort will be made to relate the topics studied to the rural school and its work, one of the chief aims being to give the country teacher a right understanding of country people and of country life and conditions. Textbooks: Cubberley's *Rural Life and Education*; Wilson's *The Evolution of the Country Community*. 50 lessons; 25 assignments (5:5).

47—48. AMERICAN HISTORY AND GOVERNMENT.—*Dr. Wayland.*

This course will aim at giving a review and some new views of United States history, with special emphasis upon social and political phases. Textbooks: selections from the following: West's *American History and Government*; Stephenson's *An American History*; Beard's *American Citizenship*; Macdonald's *Documentary Source Book of American History*.

47. PART I: First half of the course. 50 lessons; 25 assignments (5:5).

48. PART II: Last half of the course. 50 lessons; 25 assignments (5:5).

HOUSEHOLD ARTS

41—42—43. SEWING AND TEXTILES.—*Miss Sale.*

The purpose of this course is to enable the teacher to introduce sewing into the school and to help those who wish to learn more about the subject. The course includes needle-work, simple machine sewing, simple pattern-making, and garment making. All the fundamental principles of sewing are taught. Special attention is given to the selection and care of clothing. Textbook: Kinne and Cooley's *Shelter and Clothing*.

41. PART I: First third of the course. 40 lessons; 20 assignments (4:5).

42. PART II: Second third of the course. 40 lessons; 20 assignments (4:5).

43. PART III: Last third of the course. 40 lessons; 20 assignments (4:5).

44—61—46. HOUSEHOLD MANAGEMENT. — *Misses Sale and Leftwich*.

Parts I and II are intended as an aid in introducing Household Science in school and for inexperienced housewives. Practical work will be required. Textbook: Kinne and Cooley's *Foods and Household Management*. Reference books: Richard's *Cost of Living*, Parloa's *Home Economics*, Berier's *The House*, Elliott's *Household Hygiene*, Terrill's *Household Management*. Part III is intended to aid teachers in their work and home-keepers in their care of those dependent upon them. It does not aim to give training as professional nurses. Practical work is required. Textbook: *Red Cross First Aid*.

44. PART I: Home Economics. The home—its development, location, planning and construction, furnishing and decoration; cost, suitability, good taste and bad taste, labor saving devices; heating, lighting, and ventilation; care, management, organization and system in housekeeping, household service, accounts, cost of living. 20 lessons; 10 assignments (2:5).

61. PART II: Food Production. This includes: management of utensils and stoves; cooking processes; study of food stuffs; planning and preparation of meals, setting the table, serving; the invalid's tray; production and manufacture. 20 lessons; 10 assignments (2:5).

46. PART III: Home Nursing. This includes: care of invalids; care of the sick room; preparation and serving of food for the sick; emergency cases; care of children—feeding, children's diseases, and exercise. 20 lessons; 10 assignments (2:5).

MANUAL ARTS

34—35—36. DRAWING FOR PRIMARY GRADES. — *Miss Mackey*.

The work of this course is planned to cover the drawing suitable for the first four years of the elementary school. It includes work in pencil, charcoal, colored crayons, brush and ink. Subjects are taken from nature, familiar objects about the school, the home, and the farm; and some attention is given to elementary design. No previous knowledge of drawing is required for admission. Students will furnish their own materials, which are very inexpensive, and which may be procured through the school if desired. The price for a package of supplies for the course is stated under the head of textbooks and supplies.

34. PART I: First third of the course. 20 lessons; 10 assignments (2:5).

35. PART II: Second third of the course. 20 lessons; 10 assignments (2:5).

36. PART III: Last third of the course. 20 lessons; 10 assignments (2:5).

41—42. HANDWORK FOR PRIMARY GRADES.—*Miss Mackey.*

This course includes the processes and materials suitable for use in the handwork of the first four grades of the elementary school, such as basketry and raffia work, paper and cardboard work, weaving, simple woodwork, and work with miscellaneous materials, clay, cord, etc. Attention is given to correlation of this work with the drawing and other subjects of the primary grades. The materials used in this course will be such as are readily obtained by the teacher, in her own community usually, one object in the course being to show how native materials may be used for the purpose. Materials not found at hand may be procured at comparatively slight expense through the school if desired. No previous training is necessary to enter this course.

41. PART I: First half of the course. 20 lessons; 10 assignments (2:5).

42. PART II: Last half of the course. 20 lessons; 10 assignments (2:5).

54—55—56. DRAWING FOR GRAMMAR GRADES.—*Miss Mackey.*

In this course the student continues still-life drawing and the study of perspective. Some attention is given to simple landscape work in charcoal and color. The work is suitable for the last four grades of the elementary school. Entrance to this course will require the completion of the work of course 34-35-36, or its equivalent. Students furnish their own materials, which are very inexpensive, and which may be procured through the school if desired. The price for a package of supplies for the course is stated under the head of textbooks and supplies.

54. PART I: First third of the course. 20 lessons; 10 assignments (2:5).

55. PART II: Second third of the course. 20 lessons; 10 assignments (2:5).

56. PART III: Last third of the course. 20 lessons; 10 assignments (2:5).

64. PICTURE STUDY.—*Miss Hudson.*

This course has for its aim the development of an appreciation for the best works of art, and a knowledge of a few of the leading facts in the history of art. It will show teachers what pictures are suitable for the decoration of their schoolrooms, and will enable homemakers to select such pictures as will tastefully decorate their homes. It also has for its purpose helping teachers to study with their pupils certain pictures which are of great significance, to enable them to appreciate the illustrations which they

find in books, and to develop in them a love for graphical representations of beautiful things and beautiful sentiments and ideals. Some attention will be given to the lives of the masters in art. Collections of pictures will be made in booklet form. The Perry Penny Pictures, and similar pictures, will be used for this purpose. These may be obtained through the school if desired, and are very inexpensive. 30 lessons; 15 assignments (3:5).

MATHEMATICS

1—2—3. ELEMENTARY ARITHMETIC.—*Miss Lancaster.*

This course is designed for those who need a thorough course in elementary arithmetic. Textbook: Wentworth & Smith's *Complete Arithmetic*.

1. PART I drills upon: the fundamental processes with integers; short methods; factors, multiples; common and decimal fractions; denominate numbers; bills and receipts. 50 lessons; 25 assignments.

2. PART II treats of: analysis of problems; ratio and proportion; percentage and its applications—gain and loss, commission, commercial discount and taxes. 50 lessons; 25 assignments.

3. PART III considers: simple and compound interest; promissory notes; banking; exchange; insurance; stocks and bonds; powers and roots; mensuration; and the metric system. 50 lessons; 25 assignments.

31—32—33. ALGEBRA.—*Miss Lancaster.*

This course is the equivalent of the work offered in algebra in the high school. Textbook: Wells's *Essentials of Algebra*.

31. PART I treats of: positive and negative numbers; the fundamental operations addition, subtraction, multiplication and division; parentheses; simple linear equations; special products and factoring. 50 lessons; 25 assignments (5:5).

32. PART II includes: highest common factor; lowest common multiple; fractions; fractional and literal equations; an introduction to graphs; simultaneous linear equations; involution; evolution; and simple quadratics. 50 lessons; 25 assignments (5:5).

33. PART III concludes the course with: radicals; theory of exponents; quadratics; simultaneous quadratics; graphical representation of functions; theory of quadratics; arithmetic and geometric progressions; the binomial theorem; ratio and proportion; variation. 50 lessons; 25 assignments (5:5).

34—35—36. PLANE GEOMETRY.—*Miss Lancaster.*

This course covers the work which is given in plane geometry in the high school. Knowledge of the theory is tested by numerous original exercises. Textbook: Wentworth & Smith's *Plane Geometry*.

34. PART I treats of: triangles; parallel lines; quadrilaterals; polygons; and loci. 50 lessons; 25 assignments (5:5).

35. PART II: the circle; proportion; and similar polygons. 50 lessons; 25 assignments (5:5).

36. PART III: areas of polygons; regular polygons; and circles. 50 lessons; 25 assignments (5:5).

41—42—43. ADVANCED ALGEBRA.—*Mr. Smithey.*

This course includes a thorough review of intermediate algebra and the following topics: inequalities, variation, complex numbers, series, logarithms, permutations and combinations, probability, binomial theorem, determinants. Textbook: Hall & Knight's *Algebra for schools and Colleges*.

41. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

42. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

43. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

44—45. SOLID GEOMETRY.—*Mr. Smithey.*

This course includes the usual theorems and exercises of standard texts. A large number of original exercises will be required.

44. PART I: First half of the course. 40 lessons; 20 assignments (4:5).

45. PART II: Last half of the course. 40 lessons; 20 assignments (4:5).

47—48. PLANE TRIGONOMETRY.—*Mr. Smithey.*

This course includes definitions of formulas and solution of practical problems. Textbooks: Robins's *Plane Trigonometry*.

47. PART I: First half of the course. 40 lessons; 20 assignments (4:5).

48. PART II: Last half of the course. 40 lessons; 20 assignments (4:5).

57. ADVANCED ARITHMETIC.—*Miss Lancaster.*

This course is a review of arithmetic, embracing all the topics included in Course 1-2-3 special emphasis being placed upon the application of the subject to business. Teachers who know the subject will find this course helpful preparation for the State examinations. Textbook: Colaw & Ellwood's *Advanced Arithmetic*. 50 lessons; 25 assignments (5:5).

MUSIC

62. APPRECIATION OF MUSIC.—*Miss Fay.*

The purpose of this course is to present in a very brief form

the more essential points requisite for an intelligent understanding and enjoyment of music. It is designed for all persons who wish to acquire or cultivate a general knowledge or a discriminating and critical appreciation of music. While the work is given in such a manner as to be easily understood by the amateur, it will yet be found very helpful to the advanced student, who wishes to go beyond the technical study of his particular instrument. Topics treated: a brief analysis of the principal forms of compositions which appear on a modern program; brief, suggestive, biographical sketches of the great composers and summary of their representative works; a study of the program, how to listen to a concert, how to judge as to the merits of the music and the performance; in brief, a general survey of the subject of music from the standpoint of the listener. In special cases, where it may be found desirable, the phonograph can be used as a supplementary aid in the instruction. 20 lessons; 10 assignments (2:5).

63. HISTORY OF MUSIC.—*Miss Fay.*

The average person who is a music lover and who desires to have a cultural knowledge of the history of music is especially kept in mind in this instruction. This point of view runs throughout the entire course, no attempt being made to present any subject of purely scientific or technical interest. The course covers the period of musical history within the dates 1500-1912. A short survey is made of the Greek scales and subsequent attempts to secure an adequate musical system. The major portion of the study begins with Johann Sebastian Bach and ends with a discussion of modern tendencies in music. Interesting discussion of all the great musical leaders, both personally and of their work and influence on the cause of music is included. 40 lessons; 20 assignments. (4:5).

NATURAL SCIENCE

34—35—36. PHYSICS.—*Mr. Johnston.*

This is a course devoted to the theory of the subject: mechanics, sound, light, heat, and electricity are given careful elementary treatment. The important principles of each topic are systematically developed and then, wherever possible, applied in problems. Attention is called to the many illustrations of physical principles found in daily life. Textbook: Millikan and Gale's *A First Course in Physics*.

34. PART I: First third of the course. 50 lessons; 25 assignments (5:5).

35. PART II: Second third of the course. 50 lessons; 25 assignments (5:5).

36. PART III: Last third of the course. 50 lessons; 25 assignments (5:5).

41. PHYSIOLOGY AND HYGIENE.—*Miss Bell.*

This course will be made very practical throughout, and is primarily intended to help students, teachers, and mothers to understand and practice the right conduct of physical life as regards both themselves and others. The principal organs and systems of the human body are studied in detail only so far as will enable the student to realize the necessity of hygienic behavior. Topics treated: muscular activity in relation to health; hygiene of the nervous system; hygiene of feeding; choice of foods for different ages and conditions; individual responsibility for public health. Attention will be given to the care of injuries and the prevention and detection of infectious diseases. Textbooks chosen from the following: Hough & Sedgewick's *Human Mechanism*; Martin's *Human Body*; Blaisdell's *Life and Health*. 50 lessons; 25 assignments (5:5).

51. GENERAL SCIENCE.—*Mr. Johnston.*

An elementary course in physics and chemistry, with some reference to other related sciences. Its purpose is two-fold: to awaken the mind to the vast possibilities of scientific knowledge and mental attainment, thus overcoming narrowness and stimulating ambition; and to indicate to the future teacher how the laws of nature may be taught by crude, inexpensive apparatus made in the class room. The scientific problems that present themselves in daily life are studied, and advice is given as to the handling of the science work that properly belongs to the grades. Textbook: Rowell's *Introduction to General Science*. 50 lessons; 25 assignments. (5:5).

PHYSICAL EDUCATION

61. PLAYS AND GAMES.—*Miss Hudson.*

This course includes games suitable for use in the various grades of the elementary schools. Students are made familiar with exercises which may be given to the children in public schools without the use of apparatus and under ordinary schoolroom conditions. It is desirable for every student taking this course to have a fair knowledge of rhythm and to know something of music. The examination will be taken orally so as to see that the student understands the joyous spirit of the folk dance, how to teach the games, and how to conduct a class of this sort. Topics treated: marching; free standing exercises; rhythmic work; folk dances; songs; games and plays suitable for indoor and outdoor use. Textbooks: chosen from the following: Buchernal's *Folk Dances*, Johnson's *Plays and Games*, Stonewood's *Gymnastic Stories and Plays*, Grey's *Indoor and Outdoor Games*. 20 lessons; 10 assignments (2:5).

TEXTBOOKS

Below is given a list of textbooks used in courses offered by correspondence. These books may be obtained from the publishers, through the local book dealers, or from the Normal School at the prices indicated.

EDUCATION

Colvin & Bagley's Human Behavior, Macmillan Co., New York City...	\$1.00
Bolton's Principles of Education, Chas. Scribner's Sons, New York....	3.00
Eggleston & Bruere's The Work of the Rural School, Harper & Bros., New York City87
Charters's Teaching the Common Branches, Houghton, Mifflin Co., Boston, Mass.....	1.35
Betts's The Recitation, Houghton, Mifflin Co., Boston, Mass.....	.60
Puffer's Vocational Guidance, Rand McNally & Co., New York....	1.10
Burks's Health and the School, D. Appleton & Co., New York City....	1.10
O'Shen's Everyday Problems in Teaching, Bobbs-Merrill Co., Indianapolis, Ind.....	1.00
Klapper's Teaching Children to Read, D. Appleton & Co., New York....	1.25
Suzzalo's The Teaching of Spelling, Houghton, Mifflin Co., Boston, Mass.60
Parker's History of Modern Elementary Education, Ginn & Co., New York City.....	1.00
Kirkpatrick's Fundamentals of Child Study, Macmillan Co., New York	1.25

ENGLISH

Smith's Our Language, B. F. Johnson & Co., Richmond, Va.....	\$.48
Payne's Common Words Commonly Misspelled, B. F. Johnson & Co., Richmond, Va.....	.22
Huntington's Elements of English Composition, Macmillan Co., New York City.....	.50
Baldwin's How to Write, Macmillan Co., New York City.....	.50
Woolley's Handbook of Composition, D. C. Heath & Co., New York....	.70
Buehler's Modern English Grammar (Revised), Newson & Co., New York City.....	.68
Canby & Opdycke's Elements of Composition, Macmillan Co., New York City.....	1.00
Essenwein & Roberts's The Art of Story-Writing, Home Correspondence School, Springfield, Mass.85
Halleck's History of English Literature (Revised), American Book Co., New York.....	1.30
Manly's English Poetry, Ginn & Co., New York City.....	1.50
Bryant's How to Tell Stories, Houghton, Mifflin Co., Boston, Mass....	1.00

FOREIGN LANGUAGES

Collar & Daniell's First Year Latin, Ginn & Co., New York City....	\$1.00
Gunnison & Harley's Caesar's Gallic War, Silver, Burdette & Co., New York City.....	1.00
D'Ooge's Cicero's Orations, B. F. Sanborn & Co., Boston, Mass.....	.83
Bennett's Latin Grammar, Allyn & Bacon, New York City.....	.80
D'Ooge's Latin Composition for Secondary Schools, Parts II and III, Ginn & Company, New York City.....	.57
Bennett's Virgil, Allyn & Bacon, New York City.....	1.20
Chardenal's Complete French Course (Revised by Brooks), Allyn & Bacon, New York.....	1.20
Fraser & Squair's French Grammar, D. C. Heath & Co., New York....	1.01
Stern & Meras's Etude Progressive de la Langue Francaise, H. Holt & Co., New York.....	1.20
Mairet's Le Tache du Petit Pierre, American Book Co., New York....	.35
Labiche-Martin's Le Voyage de Monsieur Perrichon, Ginn & Co., New York City.....	.30
Rostand's Cyrano de Bergerac, Henry Holt & Co., New York City.....	.80
Cornelle's Le Cid, Ginn & Co., New York City.....	.40
Joynes-Meissner's German Grammar, D. C. Heath & Co., New York....	1.15
Im Vaterland, Allyn & Bacon, New York City.....	1.25
Storm's Immensee, D. C. Heath & Co., New York City.....	.30
Hilern's Hoher als die Kirche, D. C. Heath & Co., New York City....	.30
Heyse's L'Arrabiata, D. C. Heath & Co., New York City.....	.25
Heyse's Das Madchen von Treppi, D. C. Heath & Co., New York....	.30
Schiller's Wilhelm Tell, Henry Holt & Co., New York City.....	.75

GEOGRAPHY

Salisbury's Physiography, Henry Holt & Co., New York City.....	\$1.50
Brigham's Commercial Geography, Ginn & Co., New York City.....	1.30
Dodge's Advanced Geography, Rand McNally & Co., New York City....	1.20

HISTORY AND SOCIAL SCIENCES

Lee's History of the United States, B. F. Johnson & Co., Richmond Va..	\$1.00
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McBain's How We are Governed, Bell Book & Stationery Co., Lynchburg, Va.....	.55
Magill's History of Virginia, Bell Book & Stationery Co., Lynchburg, Va.....	.65
Munford's Virginia's Attitude Toward Slavery and Secession, Va. Book Co., Richmond, Va.....	1.00
Webster's Ancient History, D. C. Heath & Co., New York City.....	1.50
West's Ancient World (Revised), Allyn & Bacon, New York City.....	1.50
Seignobos's Ancient Civilization, Chas. Scribner's Sons, New York....	1.25
Davis's Readings in Ancient History (two volumes), Allyn & Bacon, New York, each.....	1.00
Munro's History of the Middle Ages, D. Appleton & Co., New York....	.90
Myers's The Modern Age, Ginn & Co., New York City.....	1.25
West's Modern History, Allyn & Bacon, New York City.....	1.50
Johnston's The Normans in Europe, Chas. Scribner's Sons, New York..	1.00
Seeborn's Era of the Protestant Revolution, Chas. Scribner's Sons, New York.....	1.00
Ogg's Source Book of Medieval History, American Book Co., New York City.....	1.60
Wrong's History of the British Nation, D. Appleton & Co., New York..	1.30
Bogart's Economic History of the United States, Longmans, Green & Co., New York.....	1.75
Coman's Industrial History of the United States, Macmillan Co., New York City.....	1.50
Burch & Nearing's Elements of Economics, The Macmillan Co., New York City.....	1.00
Cubberley's Rural Life and Education, Houghton, Mifflin Co., Boston Mass.....	1.25
Wilson's The Evolution of the Country Community, Pilgrim Press, Boston, Mass.....	1.00
West's American History and Government, Allyn & Bacon, New York..	1.50
Stephenson's An American History, Ginn & Co., New York City.....	1.50
Beard's American Citizenship, The Macmillan Co., New York City....	1.00
Macdonald's Documentary Source Book of American History, Macmillan Co., New York.....	1.75

HOUSEHOLD ARTS

Kinne & Cooley's Shelter and Clothing, The Macmillan Co., New York..	\$1.10
Kinne & Cooley's Foods and Household Management, The Macmillan Co., New York.....	1.10
Lynch's Red Cross First Aid, Blakiston, Son & Co., Philadelphia, Pa....	.30

MATHEMATICS

Wentworth & Smith's Complete Arithmetic, Ginn & Co., New York....	\$.60
Wells's Essentials of Algebra, D. C. Heath & Co., New York City.....	1.10
Wentworth & Smith's Plane Geometry, Ginn & Co., New York City....	.80
Hall & Knight's Algebra for Schools and Colleges, Macmillan Co., New York City.....	1.10
Robbins's Plane Trigonometry, American Book Co., New York City....	.81
Colaw & Ellwood's Advanced Arithmetic, B. F. Johnson & Co., Richmond, Va.44

NATURAL SCIENCE

Millikan & Gale's A First Course in Physics, Ginn & Co., New York..	\$1.18
Hough & Sedgewick's Human Mechanism, Ginn & Co., New York....	2.00
Martin's Human Body, Henry Holt & Co., New York City.....	4.00
Blaisdell's Life and Health, Ginn & Co., New York City.....	.90
Rowell's Introduction to General Science, The Macmillan Co., New York City.....	.75

PHYSICAL EDUCATION

Buchernal's Folk Dances. G. Schirmer, New York City.....	\$1.50
Johnson's Plays and Games, Ginn & Co., New York City.....	.90
Stoneroad's Gymnastic Stories and Plays, D. C. Heath & Co., New York City.....	.75

SUPPLIES

For convenience of students taking work in Manual Arts, this school will furnish the necessary materials at a minimum cost.

The following materials are necessary for Manual Arts 34, 35, or 36—Drawing for Primary Grades:

1 box crayons.....	\$.05
1 drawing pencil.....	.05
1 good ruler.....	.05
40 sheets of brown manilla paper.....	.05
16 sheets of gray manilla paper.....	.02
Postage08

Total\$.30

The following materials are necessary for Manual Arts 54, 55, or 56—
Drawing for Grammar Grades:

1 box water colors (eight color box).....	\$.30
1 drawing pencil.....	.05
1 water pan.....	.05
1 package of charcoal (6 sticks).....	.03
40 sheets white drawing paper for work in water color12
Postage10
Total	\$.65

The cost of materials for Manual Arts 41 or 42—Handwork for Primary
Grades, will vary from \$.25 to \$.50, depending upon the amount of native
materials used by the student.

RESIDENT COURSES

For description of courses offered to resident students, entrance
requirements, expenses of attendance, etc., see the annual catalog of
the school, which will be mailed upon application. The year for
resident students is divided into four quarters of twelve weeks each,
any three of which count as one full session of nine months. The
summer quarter is divided into two terms of six weeks each, either
term counting as one-half of a quarter. Students can enter to ad-
vantage at the beginning of any quarter or term.

For further information, bulletins, etc., address,

JULIAN A. BURRUSS, *President*,
Harrisonburg, Virginia.

Virginia State Teachers Association

Annual Report of the President for the Year 1912-13

(*Explanatory Note:* The following is a portion of the Annual Report of the President of the Virginia State Teachers Association for the year 1912-1913. It was made in an address delivered at the Annual Meeting in Lynchburg, Virginia, November 27, 1913, by the President of the Association, Julian A. Burruss, President of the State Normal School for Women, at Harrisonburg. It is now published, at the expense of the author, in the hope that some of the recommendations made in it will receive thoughtful consideration by the teachers of Virginia, and that the Association may see its way clear to put some of these recommendations into operation in the near future. The author believes with all his heart that the State Teachers Association can be made the most powerful agency for good in the cause of public education in Virginia, and he ventures these suggestions as an indication of some of the ways in which this may be done.)

It is with great satisfaction that I comply with Article IV of the Constitution of the Virginia State Teachers Association and submit this written report. This satisfaction has its source not in great accomplishments, for such I cannot claim for the past year, not in self-appreciation for service rendered, for I am fully conscious of many sins of omission; but rather in the recognition that while something has been attempted and some little done, I have gained an insight into the immense power of the educational forces of Virginia, the incalculable potentialities which this great statewide organization possesses; possibilities which we as yet see in part; but, which, with ever broadening vision forward and upward, we may hope to realize fully in the more perfect development which the coming years should bring.

* * * * *

A study of the organization and work of the Association during the past year prompts me to make the following recommendations, altho time forbids that I do more than mention them briefly at this time:

First, that the present Executive Committee be converted into a Board of Directors, meeting once each year as at present, to be composed of all former presidents, and the officers and heads of the six departments for the current year.

Second, that the President, Secretary, and Treasurer, for the current year, be an Executive Committee, to meet at least quarterly, and to report all of its acts to the Board of Directors at the annual meeting for their approval or disapproval.

Third, that each Vice-President choose a live, active school worker in each county in his district to form an "advisory cabinet" from whom may be had information and advice as to the situation in the different counties; that blank forms be provided for reports from local associations to state officers; that the reports of the ten State Vice-Presidents be incorporated in full in the report of the President of the Association and so published annually; that Article V of the Constitution be enforced or repealed, or that, instead, it be amended to require an annual report from the Vice-Presidents rather than three reports; that district meetings should be held only at the discretion of the Vice-President after consultation with the President; that an effort be made by the Vice-Presidents to prevent the multiplicity of meetings; and that a more liberal allowance be made for the prosecution of the district work whenever necessary.

Fourth, that the Association seriously consider the advisability of employing a Secretary who shall be able to give at least one-half of his time to the work of this office, and that he be correspondingly paid; that he maintain an office, with the necessary equipment of files for the records of the Association, and be authorized to employ such assistance as may from time to time be necessary; that the Secretary maintain an information bureau for giving without charge to teachers or employers information concerning vacancies and properly qualified teachers; and that the Secretary conduct constantly a campaign for the improvement of school conditions in the state.

Fifth, that, until the Association employs a Secretary for at least one-half his time, a State Organizer be appointed to go to every county in the state and keep alive interest in local association work, see that they have definite plans, help in teachers' meetings and in perfecting the organization; and that until such an officer is appointed, the officials of the Co-operative Education Association and the State School Inspectors be requested to investigate and report to the Secretary of the Association conditions as regards local association work in the counties that they visit, making a brief report on blank forms to be provided for the purpose.

Sixth, that all officers shall serve from January first to December thirty-first, to enable them to settle the affairs of the annual meeting.

Seventh, that local associations co-operate with other organizations for public good in their communities, such as school and civic leagues,

boys' and girls' clubs, etc.; and that meetings under the combined auspices of these organizations be held where expedient in preference to separate meetings.

Eighth, that the annual meeting continue to be considered as a very important part of the work of this Association but as only one phase of our work, to the end that the Association may seek to do effective work thruout the year rather than lie dormant for ten months and then feverishly bend all of its energies for a spasmodic eruption in November; that the programs for the several departments at the annual meeting be so arranged as to center in each department about one large central thought, leading to action along some definite line and to permanent practical results as well as to passing inspiration; that a broad sense of relative values govern the assignment of time and place to the various interests which clamor for attention; and, finally, that the proceedings of the entire conference, including all four co-operating bodies, be published annually in the same volume.

Ninth, that the Association publish for free distribution among its members a quarterly bulletin, which may be done at a very slight, if any, increase in expense; one volume to contain the proceedings of the annual meeting, one to contain a preliminary announcement of the annual meeting together with pertinent notes on the affairs of the Association, one the complete program of the annual meeting and Association news, and the other to be a special number containing reports of committees and special studies of problems important to the Association. At present bulletins are needed on the following subjects: History and purposes of the State Teachers Association, what it has accomplished and what it is planning to do; Organization and stimulation of local associations, with tentative programs, a model constitution, and general information; A code of ethics: A study of the question of teachers' salaries; and so on. If the Association employs a Secretary for half time he can do most of the work of editing, but if it does not have such an officer then an editorial board might be appointed to do this work. Publicity thru the Virginia Journal of Education of the matters in which the Association is interested, with each month notes showing what different local associations are doing would help greatly.

Tenth, that the Association get into touch with similar organizations in other states and work with them toward national ends.

Eleventh, that at each annual meeting, a definite platform of principles and purposes be formulated, to the end that the people of the state may know for what this Association stands; and so that we ourselves may know what the Association is going to try to accomplish, what movements are to receive its support, and to what causes it will throw its interest and influence.

This Association can be made, under proper leadership, the most powerful influence for educational progress in the State. I would not presume to dictate a platform. It should be done by a

competent committee representing various attitudes and beliefs. I think it not out of place, however, to call your attention to what appear to me to be some very vital questions affecting the educational welfare of the state.

First, I think this organization should stand unqualifiedly for every movement which has for its aim the physical welfare of the children. To this end we should aid in every possible way to secure medical inspection thruout the entire school system. The thoro survey of conditions in Orange County, conducted under the direction of the State Department of Health and of that ardent and able apostle of school hygiene, Professor W. H. Heck, of the University of Virginia, has given us an example of what can be done and of what ought to be done in every county. The wonderfully successful work of the State Health Department in the eradication of those diseases which make the teachers' work in many cases well-nigh useless, should inspire us to still greater effort in this direction. The good results to be obtained from healthful school athletics and directed play should not be confined to cities and larger towns. Instruction should be given, at least incidentally, to both pupils and patrons in food and diet, with special reference to the improvement of the lunches of school children. The essential facts along all of these lines are so simple and so easily obtainable, that there is no excuse for neglect. We should continue our efforts to improve the sanitary condition of the school houses and surroundings; and should make an effort to improve the aesthetic conditions as well. If the State Department would employ a landscape architect to make suggestions and plans for the betterment of school grounds and if these plans could then be carried out, it would result in bringing much of joy and beauty into the lives of both pupils and teachers.

Second, I believe that the teachers of this state should stand in no uncertain terms for compulsory education. It is true that so long as the school plants are no better than pig pens the children ought not to be forced into them, but it is also true that as soon as the children are forced in the pigs will be forced out and the plant will become a fit abiding-place because of the demand thus created. The present laws in this connection amount to nothing and new legislation should be sought at once. With this goes as a necessary concomitant child labor legislation. Children will continue to be exploited and sacrificed until some other alternative than idleness is presented. The ranks of the criminal, pauper, and non-productive class will continue to be recruited in ever increasing numbers until ignorant, or debased, or indifferent parents are compelled to send their children to school.

Third, if the children are required to attend school we must offer them the kind of training which they need in order that each, in that sphere for which he is best adapted, may become the greatest success as a productive unit. The child must have instilled into him from early infancy that he is one of a group, that he has rights and that others also have rights. The kindergarten is the nearest approach the world has yet made to an ideal social educational insti-

tution, and we should insist that it be made possible for public school funds to be used for the establishment of such institutions. Our entire course of instruction should be subject to constant and frank criticism and to courageous revision whenever necessary, in order that it may be kept constantly in touch with life. Non-essential matter must be eliminated and every study made to function in the lives of the students. The school work should find its counterpart in the home work of the pupils, and credit be given them for it. One of the greatest educational leaders and thinkers that Virginia has ever produced, former Superintendent, now President, Eggleston, has recently added to the literature of modern education a book filled with the new spirit of life-giving, joy-filling, worth-while education.

Fourth, since the demand is becoming more and more insistent that the schools train specifically for vocation, and as the schools belong to the people and hence the people have a right to have their demands met, it behooves us to provide adequately for an efficient system of vocational training. The state has already done much in this direction. It remains for us first of all to see that the funds already appropriated are not misused but are devoted in our high schools entirely to the giving of instruction in agriculture, home economics, and manual arts, as intended. In order to protect these interests there should be supervision by technically trained experts, and the Department of Public Instruction should have at least one such technically trained man on its staff. The whole question of vocational education is such an important one, and most of us know so little about it, that I believe it will be found advisable for Virginia in the near future to appoint a commission to study the whole problem, ascertain the needs, and map out a plan of action. I firmly believe that this is one of the great causes for which this Association should stand, indeed I think it is facing a very great opportunity to take the lead in this matter, and that it should do so without delay.

Fifth, in addition to what has been said, the state's educational forces should foster other special types of education. We are learning that the education of the negro race is necessary for the protection of the white race, and we should encourage the institutions which stand in our midst for the better training of the negro. Virginia, like Kentucky, has a mountain problem; and Virginia like Kentucky has given to the world a fine experiment in education among these people in the school conducted with such striking success in Rockbridge County. Such schools should be established thruout the mountain sections and such schools will be established when other women hear the call and respond to it as the noble women in charge of this school have done. Our schools must be made more than places where children come to be taught; they must be made social centers for the communities in which they are located; and they must be made places for the continued instruction of adults and of youth who have gone to work or who have passed the school age. For those who cannot come to school in the day time should be provided means for obtaining instruction at night. For those who will not come to school either day or night, the school should be carried to them, thru public lectures, demonstrations, the lantern, the moving-picture, the published bulletin, etc.

Sixth, since little can be accomplished unless there are leaders well-qualified for the work, we should put forth every effort to raise the standard of professional attainment among our teaching force. If we are ever to have our vocation take rank as a profession we must show that we are professionals. Teaching on a second or third grade certificate may be a very good thing for the little girl who is looking forward to an early marriage, or for a man who thereby secures in off season a meagre supplement to his earnings in season on the farm, but what of the children—is it fair to them? And what of our profession—shall we not protect ourselves? As an organization within one of the noblest of the professions, must we not insist that teachers with professional training shall be given preference in every way over those who have not been professionally trained? With the provisions now made for professional training the State has a right to expect that its schools shall be officered by men and women who can show themselves to be workmen that need not to be ashamed, because they have become masters of their craft. For the most part I know that we have a very competent set of superintendents in Virginia, and I have great respect for them, but to protect us in future it seems to me it should be required for eligibility to that office that a high-grade teachers' certificate shall be held and that there shall be in addition thereto several years of successful teaching experience.

Seventh, to the end that we may have the proper material for the administration of our schools we must see to it that the various institutions maintain high standards. The classification of institutions which has recently been undertaken by the Department of Public Instruction has already resulted in great good and this work should be continued and extended. The Virginia Association of Schools and Colleges for Girls has undertaken a similar work within its own field. Laws should be enacted so that it will be less easy for educational institutions to make false representations as to the character of work which they do. This is especially needed in the case of the degree giving institutions, some of which are little better than, if indeed as good as, first-class high schools. No institution should be permitted to confer a degree except under terms and conditions to be imposed by the State Board of Education. In order that the State's own institutions of higher learning may be able to meet the demands which are being made upon them, they should be liberally supported out of the public funds. A great organization like this could do much to secure an equitable adjustment and put an end to a most disagreeable practice and dangerous system of appropriating funds to public institutions, by using its influence to secure some stable and permanent basis for the support and expansion of these institutions and for a just apportionment to the several institutions on a basis of their actual needs and the relative importance of the work being done by them.

Eighth, that we may hold our teachers in the work, we should do everything in our power to have them paid a living wage. Some must always receive more pay than others, but this should be because of better preparation and of ability to assume greater responsibility. The situation of the rural teacher especially needs atten-

tion. Her term is short, her hours are long; her pay is small, her problems are great; there is frequently no hospitable roof to shelter her, and she has to beg a place to board. The remedy for this is perhaps to get wide-awake, energetic, resourceful, professionally trained teachers to go out into the country schools, and then soon a longer term and a better salary will come, and perhaps the home problem will be solved; but the great trouble is in getting the teachers, for it requires a spirit of consecration, and of self-sacrifice, which few possess. The Association has already a committee at work on the question of teachers' salaries, and Mr. Binford has himself made a very excellent study of the matter. The work of this committee will be continued thru the coming year. We should inaugurate a campaign for better recognition of our work as teachers, but in so doing we should be very sure that we are able to give a professional grade of service for professional pay.

Ninth, inasmuch as the teacher has so little opportunity to accumulate riches, we should see that he is provided for when age or disability brings him to the end of his earning period. The Teachers' Retirement Fund, which you were largely instrumental in establishing, is now helping a considerable number of worthy and faithful servants of the state. This system is hardly all that it ought to be, the funds ought to be greatly increased, and to my mind the State should assume full responsibility for its maintenance, which would remove the very natural objection on the part of some of our teachers to being forced to contribute from their meagre salaries to the support of a fund from which they will almost certainly derive no benefit. Of course there are many reasons why they should so contribute, but I am simply stating the case without argument.

Tenth, I believe that this organization should stand for equal educational opportunities for women. Frankly, I am personally of the opinion that the highest educational institution maintained by the state should be open to women on exactly the same basis as to men, on a straight out and out coeducational basis, as I do not believe that the women of our state can secure their educational rights in any other way. Again, I believe that in Virginia there should be one technical institution for women, which shall be in every respect co-ordinate in grade of work and equivalent in opportunity for technical training with the splendid institutions for men now maintained at Blacksburg and Lexington; where women may be trained in those vocations peculiar to women, and into which a vast majority of them will go. Such an institution must necessarily be apart from that for men because of the entirely different character of the courses to be offered, while in the case of regular academic instruction the courses should be the same for both men and women. To go further, I think we should give very serious consideration to the advisability of woman suffrage in school affairs, in order that women may have a voice in all matters affecting the schools, to the end that the schools may have the benefit of that insight and tender care which is peculiar to woman. I am firmly convinced that there should be at least one woman on the school board of every division

and one woman on the State Board of Education; and, moreover, that women should be eligible for the office of school superintendent, and not only eligible but appointed to that office in many cases. This need not shock any one for there are Southern states where women hold this office and where they are making good. In fact I am certain that many of the evils now existing in our schools would be eradicated and many of the improvements we so much desire would come if we had some women superintendents and trustees.

* * * * *

This, then, is the platform upon which I invite you, my comrades, to stand with me. I am aware that it is quite unusual for one to publish his platform as he is about to retire from office; but I seek your pardon for this inconsistency on the ground that it has taken a whole year of service to make me familiar with the work of our Association. Some months ago I found that I could hope to do little more than throw out a few suggestions for my successor. If, under the leadership of abler men in the future, some of these half-baked ideas are realized, I shall have the intense satisfaction of knowing that my administration was not without results.

The whole outlook is encouraging, gloriously encouraging. He is indeed a man of ice whose heart does not glow with hope, and cheer, and courage, at what has been accomplished during the past few years, at what is now being done, and at what the future promises for us.

Finally, my fellow-workers, I am filled with the deepest emotions of grateful appreciation for this highest office within your gift, a trust that I have prized more highly than any that has ever come to me in my career. To the end of my administration I have come with a sense of incompleteness which precludes personal pride; but with a profound sense of thankfulness that I have been permitted to be associated in this way with this noble company of faithful workers for the public good, and with a feeling amounting to reverence as a result of the visions I have seen for the future of education in this grand old Commonwealth of Virginia.